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Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

NMCBP000730
TO THE PARENTS OF:

-Commonwealth of Kentucky-

SCHOOL

REPORT CARD

for the 2005-2006 school year



Goshen at Hillcrest Elementary School

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School Enrollment: 765

Our School Council

Candace Sellars	Victoria Miller Bennett
Sharon Pittenger	Tara Scanlan
Debbie Baker	Dorinda Workman

Dear Parents/Guardians: Here is our school’s report card for the 2005-2006 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

About Our School: The mission of Goshen Elementary School, with the help of parents and community, is to promote the overall intellectual, physical, emotional, and social development of each child so that he/she will become a productive, healthy, creative citizen of our society. Students in grades Kindergarten through five are offered an enriched academic program based on state and national curriculum standards. All Kindergarten & 5th grade students remain together. Our primary students (first/second grade) and transition students (third/fourth grade) are combined in a self-contained classroom. All units of study are developed upon a two-year cycle to target each grade level. Instructional strategies include cooperative learning, small group and one-on-one instruction using hands-on activities and performance tasks. Students participate in music, art, and physical education on a rotating schedule.

How Our School Ensures Educational Equity: The principal, assistant principal, instructional coordinator, and classroom teachers work closely to monitor each students progress in all areas. The teachers continuously assess students and report results to parents through conferences and progress reports. Intervention strategies are based on feedback from the GAP committee and guidance counselor for any child having difficulty academically and/or socially. Students who receive special education services have individualized education plans (IEP’s) developed to meet their identified needs. Individual learning plans (ILP’s) are developed for fourth and fifth grade students who qualify for gifted and talented services. Instruction is developed by the classroom teacher with collaboration from the special education teachers and the gifted and talented coordinator to assist with implementing differentiated instruction to meet the academic and social needs of all students.

Other Important Information About Our School

State Contest Results: Students at Goshen Elementary School enjoy a variety of performance-based opportunities. This year our academic team had a winning record in its county matches. We also had a strong showing in the Battle of the Books. Students also participate in the PTA Reflections contest. Our cross country team had a winning season while competing in local meets.

Extracurricular Activities: Academic Team, Art Club, Basketball, Climbing Club, Cheerleading, Chorus, Cross Country, Gator Government, Lacrosse, Presto Strings, Student Technology Leadership Program, and Total Golf.

Awards & Recognitions: KY PaceSetter School -2004, 2003, 2002; National Blue Ribbon School of Excellence-2001, 1985; KY Elem. School Counselor of the YearD. White; Governors Recog. for Exemplary Progress in School Achievement; Prichard Comm. Recog. for Academic Excellence; National Board for Prof. Teaching Standards Certification V. Bennett, A. Cordrey, B. Kelm, V. Rose, T. Scanlan, & W. Wheeler; KY Elem. PE Teacher of YearT. Scanlan; Parental Involvement National PTA School of Excellence

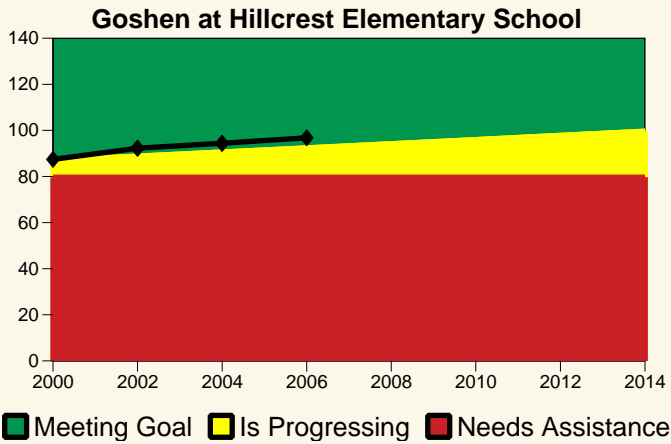
What We are Doing to Improve: At Goshen Elementary School teachers, staff members, and parents are continuously researching innovative strategies and best instructional practices. Our Comprehensive School Improvement Plan identifies goals along with strategies to impact student achievement. All students are placed in an instructional environment that allows them to make continuous progress. Students are assessed before, during, and after a unit of instruction to determine mastery of concepts.

Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in a group "NA" appears for not applicable.

Students Sub-Population	Reading				Mathematics			
	2005		2006		2005		2006	
	Students	Index	Students	Index	Students	Index	Students	Index
ALL Students	170	105.79	115	108.4	191	104.54	109	114.61
White	162	106.46	106	108.74	181	105.06	99	114.8
African American	1	NA	1	NA	2	NA	3	NA
Asian	1	NA	3	NA	4	NA	3	NA
Hispanic	3	NA	1	NA	3	NA	2	NA
Free/Red. Lunch	2	NA	NA	NA	2	NA	NA	NA
Non-Free/Red. Lunch	168	106.1	115	108.4	189	104.8	109	114.61
Limited English	7	NA	1	NA	1	NA	4	NA
Non-Limited English	163	106.29	114	108.12	190	104.57	105	116.76
Disability	20	97.3	13	112.31	14	87.57	13	94.77
No Disability	150	106.93	102	107.89	177	105.89	96	117.3
Male	87	104.67	54	104.06	91	105.77	64	120.1
Female	83	106.98	61	112.23	100	103.43	45	106.79
Students Excluded	NA	NA	NA	NA	NA	NA	NA	NA

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Our School Growth Chart: This chart starts with our school’s baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	87.0		87.4
2002	88.8	79.6	92.3
2004	90.6	79.6	94.4
2006	92.4	79.6	96.8
2008	94.2	79.6	
2010	96	79.6	
2012	97.8	79.6	
2014	99.6	79.6	
Standard Error: 0.4			

How to Get More Information: Contact our principal or your School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CBTS/5), and other measures of the school's performance,

including attendance, retention and dropout rates.Together these three elements make up a school's CATS performance score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

Kentucky Core

Content Tests:

Kentucky’s tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. (The state goal for all schools is 100 by the year 2014.) This chart compares our school’s performance with all the schools in our district and all the schools in Kentucky.

KCCT Test		2005 Reading	2006 Reading	2005 Mathematics	2006 Mathematics	2006 Science	2006 Writing	2006 Social Studies	2006 Arts & Humanities	2006 PL/VS
		4th	4th	5th	5th	4th	4th	5th	5th	5th
Novice	School	%	1%	%	2%	2%	2%	0%	4%	1%
	District	4%	5%	10%	6%	2%	5%	8%	11%	5%
	State	11%	10%	25%	19%	7%	9%	19%	25%	15%
Apprentice	School	%	10%	%	8%	17%	31%	11%	47%	6%
	District	12%	11%	19%	14%	21%	38%	14%	48%	16%
	State	22%	20%	30%	24%	35%	44%	21%	48%	24%
Proficient/ Distinguished	School	%	90%	%	90%	82%	67%	89%	50%	93%
	District	83%	84%	72%	80%	76%	58%	78%	41%	78%
	State	68%	70%	45%	57%	57%	47%	61%	27%	62%
Academic Index	School		108.4		114.6	110.9	89.1	114.9	85.8	111.7
	District	99.1	98.8	96.5	104.2	103.3	82.6	100.8	77.2	100.1
	State	87.1	89.4	74.4	83.7	89.1	76.4	86	62.1	84.1

National Norm Referenced Test:The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	Reading	Language Arts	Mathematics
	EOP	EOP	EOP
School	72%	72%	77%
District	66%	62%	72%
State	58%	54%	65%
Nation	50%	50%	50%

Other Measures: The third component of CATS is our school’s performance in Attendance, Retention, Dropout, Graduation and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2003-2005 school year.

	Attendance Rate	Retention Rate
School	97%	0%
District	96.1%	0.9%
State	94.3%	3.3%

Our Learning Enviroment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100

Procedures in Place in Our School for Drug and

Weapons Detection: Safety is a priority at Goshen Elementary School. All doors remain locked throughout the day. Visitors must sign in at the main office and are required to wear identification badges while in the school building. The school has an emergency management plan in place, which addresses safety procedures for various emergencies. The staff reviews this plan on a regular basis to ensure that emergency procedures are well understood.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	0	0	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$4299	21:1	3.7:1	50%
District	\$6631	17:1	3.5:1	78%
State	\$9252	15:1	3.7:1	66%

How We Use Technology to Teach: Technology is an integral part of our curriculum. All classrooms have 4 networked computers with Internet access. We also have a full computer lab designed for instruction & research. We offer instruction and application in a variety of software. The Dell Intelligent Classroom initiative has transformed the use of technology in our school. Each room has been equipped with a multimedia projector, interactive whiteboard or schoolpad, microphone and amplifiers and document cameras. Parents may access information via our school website. Teachers maintain individual classroom web pages as well.

Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	623	101	14	1282

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child’s teachers and teachers’ aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	2%	2%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	0%	4%	3%
Average Years of Teaching Experience	6.7	10.9	11.7
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA

	B.A.	M.A.	Rank 1	Specialist	Ph.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	27.5%	42.5%	27.5%	0%	2.5%	100%